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*Commercial Education in Germany.* By FREDERIC ERNEST FARRINGTON.  
New York: Macmillan, 1914. Pp. ix+258. \$1.10.

There have been frequent accounts in English of industrial education in Germany, but these accounts have usually dealt with the trades and with the type of training which prepares for participation in the different trades. Practically nothing has been written with regard to commercial education in Germany. Professor Farrington's book, therefore, makes a distinct contribution to our knowledge of an important aspect of German education.

In America, commercial education precedes in its development industrial training. The explanation of this fact is to be found in the rich natural resources of our own country. We have exported raw materials, but have, until recently, taken only a relatively small share in the manufacturing of these raw materials into finished products. As a nation which deals with the shipment of raw materials we have needed clerks and others who were interested chiefly in transportation and all that attaches to commerce in a narrow sense of that term. Germany, on the other hand, has only recently come to realize the necessity of training for commerce, but she has adopted in her commercial schools the methods which were familiar in her thorough treatment of academic subjects and in the schools which train for industry.

There are lower commercial schools intended for pupils who have enjoyed only an elementary education in the *Volksschule* and there are higher secondary commercial schools for the training of those who have gone through higher institutions. In discussing both grades of schools, Professor Farrington gives in great detail both the course of study and the methods of treating the various subjects. Commercial teachers will find this report, accordingly, very useful in working out the details of their own programs.

The book is a good example of thorough treatment of a single aspect of education. Its value in this respect is very large. If we could have a similar treatment in detail of the way in which the work is carried on in the industrial schools and even in the academic institutions of Germany, we should have a more accurate view than we now get from the somewhat vague general descriptions which are offered in the books that attempt to deal in a single volume with all phases of foreign educational systems.

C. H. J.